ISO-9000 Certificate to schools

*24. SHRIMATI JAYA BACHHAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that a Rajkiya Pratibha Vikas School in Dwarka, in South-West Delhi has been awarded ISO-9000 Certificate; if so, the details of efforts made by the school for achieving excellence;

(b) the number of other Government schools possessing this kind of excellence; and

(c) the steps Government have taken to encourage competitiveness for achieving such kind of excellence?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) Rajkiya Pratibha Vikas Vidyalaya, Sector-10 Dwarka, New Delhi has been awarded IS/ISO 9001:2000 Certificate in June, 2007 for a period of 3 years. The Vidyalaya was started on 30th August, 2003. The school had shown excellent results in Central Board of Secondary Education (CBSE) examinations from the very first batches of classes X and XII. The school has excellent infrastructure facilities like well established laboratories of Physics, Chemistry, Biology, Geography, Computer Science, General Science, Mathematics and Language, music room and Audio Visual rooms. The school also has a very good academic track record.

(b) Rajkiya Pratibha Vikas Vidyalaya, Surajmal Vihar, New Delhi has also been awarded IS/ISO 9001:2000 Certificate in June 2007.

(c) Government of NCT Delhi has encouraged all Rajkiya Pratibha Vikas Vidyalayas to apply for such certificates in their quest for excellence. Since a majority of schools in the country are under the purview of State Governments, it is for the concerned State Governments to encourage competitiveness among its schools to achieve excellence.

Proposals from Madhya Pradesh under APDRP

†*25. SHRIMATI MAYA SINGH: Will the Minister of POWER be pleased to state:

(a) whether it is a fact that the Madhya Pradesh Government has sent a proposal involving Rs. 7.71 crore to the Central Government for Accelerated Power Development and Reforms Programme in Jhabua, Wadwani, Pithampur, Bardwah and Sanawad districts in that State;

(b) if so, the details thereof;

(c) whether these proposals have been approved; and

(d) if not, the present status thereof and by when the same are likely to be approved?

THE MINISTER OF POWER (SHRl SUSHIL KUMAR SHINDE): (a) to (d) Proposals of Rs. 7.30 crore for Jhabua, Badwani, Pitampur, Badwah and Sanawad Towns of Madhya Pradesh were received under Accelerated Power Development and Reforms Programme (APDRP). The proposals were considered by the APDRP Steering Committee but were deferred on account of poor utilization of funds in projects already

†Original notice of the question was received in Hindi

sanctioned. The State may resubmit the proposals based on the revised APDRP in the Eleventh Plan as and when guidelines for the same are issued.

Effect of corruption in education

*26. SHRl SANJAY RAUT: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government have received any study report recently from UNESCO's Interntational Institute for Educational Planning which reveals that various shades of corruption afflict the education system in the country;

(b) if so, the details thereof and Government's reaction thereto: and

(c) the details of steps taken or proposed to be taken against such erring institutes in the country for securing the career of students?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) The Government has seen a Report published in 2007 by UNESCO/International Institute of Educational Planning entitled "Corrupt Schools, Corrupt Universities; what can be done?" This report is not India specific and highlights the issue related to corruption in education and the consequent loss to the system in terms of its adverse effect on access, equity and quality, in developed and developing countries around the world. The report includes references to teacher absenteeism and private tuitions by teachers, etc. and also suggests strategies to reduce corruption and improve governance in education.

(b) and (c) Details regarding the references made to India in the Report are enclosed as Statement *(See* below). Central Government is continuously engaged, through consultations with State Governments and apex bodies such as University Grants Commission, the Central Board of Secondary Education and others, in eliminating malpractices in the educational system. Government also recognizes that eliminating the kinds of malpractices mentioned in the UNESCO/HEP Report will require not only the •continuous and committed participation of State Governments but also increased public awareness and greater transparency and accountability in the public bodies.

Statement

The report presents the conclusions of the research conducted by the HEP in the field of ethics and corruption in education. It aims at sensitizing decision-makers, educational planners and managers to the importance of combating corruption in education; at providing them with key tools to detect and assess corruption problems; and at guiding them in the formualtion of adequate strategies to curb malpractices.

The Report is not India specific. However, references have been made to India through out the Report. The points with reference to India are presented below: -

* In the foreword the Report mentions that ..... Fortunately, as this book amply demonstrates, there are vibrant parts of society — even among the poorest and the most vulnerable countries like Bangladesh and India — that will organize in support of rational democratic and progressive dismantling of existing corrupt practices.

* Referring to the magnitude of corruption, the Report mentions that there are a few estimates of the economic costs of corruption. Two national estimates of